



## WORKSHOP 2

# Inclusive education: Policy to rhetoric but what about practice

**Denise Shelley Newnham**

# **Inclusive education: Policy to rhetoric but what about practice**

**Denise Shelley Newnham  
University of Bath, UK  
dsnewnham@bluewin.ch**

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# Problematic

- Within various educational interventionist research projects, that I have been involved in over the past 8 years an important factor has always arisen, that of policy- rhetoric versus practice. Within modern states and those of the third world are found too often socio-political structures and policies that appear to comply to human rights and equality but in depth research highlights massif contradictions of the nature mentioned above.

# Argument

- I argue that implementation of change should firstly be undertaken at all levels, macro to micro, that is from political aspirations and practices to that of social structures, agents and finally families. Secondly for such practices to become enduring and meaningful each member of a society, of a social practice should be called to become aware of his and her beliefs in order to visualize, conceptualize and realize higher and more equal universal rights in general and educational rights in particular.

# Empirical data-2 case studies

- Refugee children in a canton in Switzerland
- Two schools in Botswana (town and country)

# Europe-Switzerland

- ‘school welcomes all children, all the youth of a society, of all nationalities, origins, languages, cultures, ethnicities and religions; it welcomes tomorrow’s society. School remains the privileged place of all hopes, of all possibilities, the place where: values, respect, tolerance and solidarity (values that are the backbone to a multicultural society) are shaped’. (DECS, 2008)

# Research

- Project : Mother-child (Suisses Immigres)
- mothers have deficits and these are transmitted to their children and reflected within the production of their school work.
- People that have different histories and that probably have different values and norms need to find meaning and make sense of other social patterns of expression.
- Many 'F' permit holders suffer from various illnesses in mind and body due to a lack of self worth and continuity of various "I/me's" due to society that requires of them to behave correctly without defining what and why ( see: Berry, Phinney, Sam and Vedder, 2006; Newnham, 2006).

# Fatima-selective mutism. An example but not the only case

- **Selective mutism is a social anxiety disorder in which a person who is normally capable of speech is unable to speak in given situations or to specific people.**
- **Causes:** inherited predisposition to anxiety
- inhibited temperaments, - hypothesized to be the result of over-excitability of the area of the brain called the amygdala. This area receives indications of possible threats and sets off the fight-or-flight response.
- Some children with selective mutism may have Sensory Integration Dysfunction (SID), which causes the child to have trouble processing some sensory information. This would cause anxiety, which may cause the child to "shut down" and not be able to speak.



# Other causes

- 20 to 30% speech or language disorders that add stress to situations in which the child is expected to speak.
- bilingual families, have lived in a foreign country, or have been exposed to a foreign language during young childhood and are insecure with the language they are expected to speak. In both these situations, the children have inhibited temperaments,

# Solution-special education

- Mean face, red markings and abusive texts to parents that cannot read French (translation from elder children...humiliation)
- Does not speak at school but normal at home
- Throwing down cards...small progress but no recognition. Screaming
- Fatima stops speaking again
- Classes without differentiation of problems but problems there are (violence, slow learning, drug abuse etc)

# Questions for debate:

- a) Are the socio-cultural historical concepts of education, ownership being perpetuated here?
- b) If so how does the concept of inclusive education propose to deal with this during implementation of new socio-educational concepts?

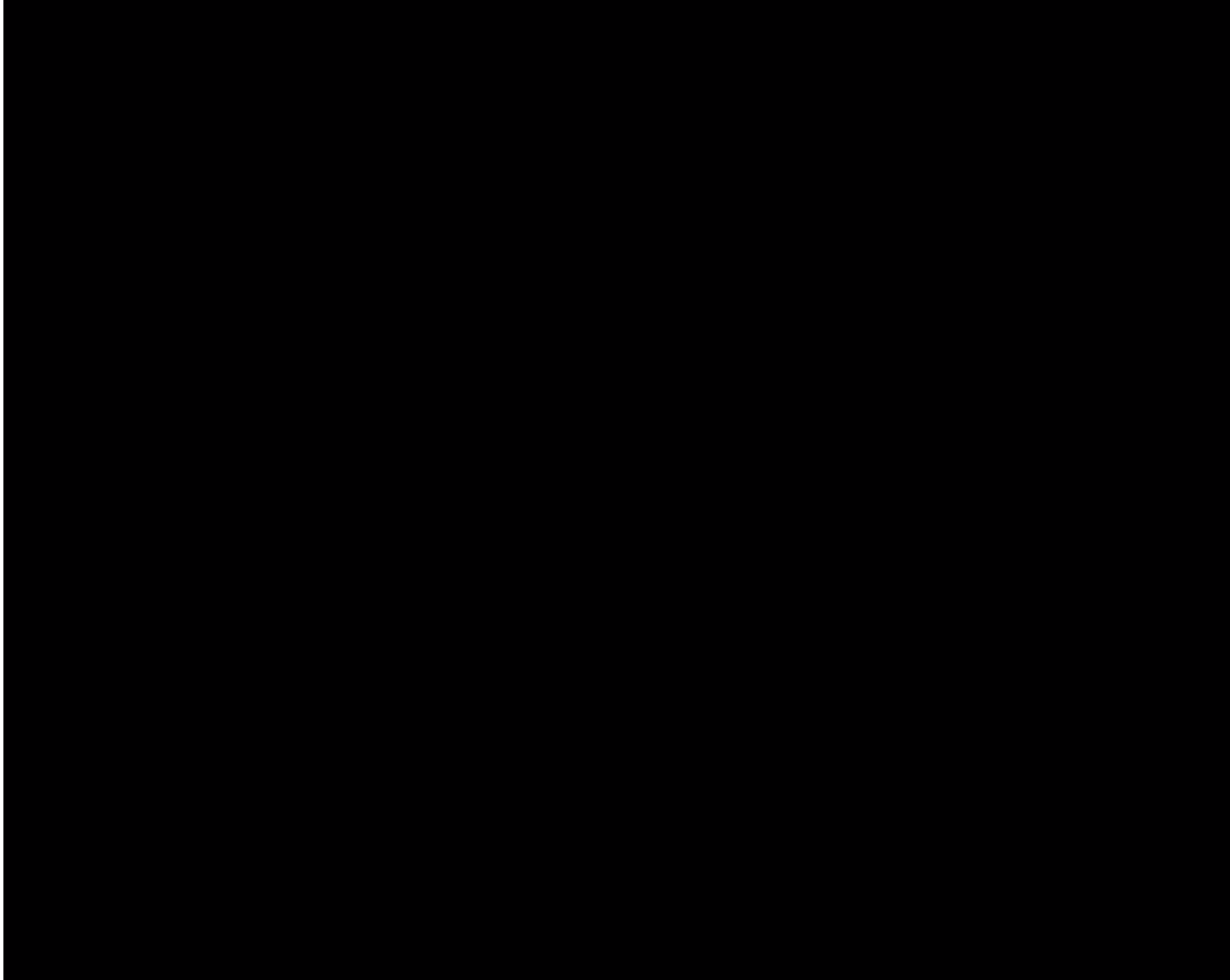
# Botswana educational policy

- Ideologically Botswana's Vision 2016, is to build an educated and informed nation. Education is thus seen "...as an investment that will lead to a higher quality of human capacity and productivity in the future, and to a better quality of life for everyone" (Government of Botswana, 1997, p.28)' (Unesco, 2005).

# Takatokwane-non formal school dropouts-beatings



# Categorization



# Inclusive education in Botswana?

- 40/1 student teacher ratio
- Poor school attendance
- Repetition
- Dropouts
- Low learning outcomes
- Pedagogical practices (frontal teaching)
- Corporal punishment
- Limited teaching material

# Inclusive teaching

- Limited amount of teachers
- Salaries are considered too low
- Transfers (fairness)
- Pedagogical methods (workshops) No application
- Boarding schools exclusion of parents
- Home – school dichotomy
- World is changing faster than pedagogical approach



## Questions for debate:

- If protagonists of these countries believe that western pedagogy infuses western nations' cultural practices into developing countries, then how does this reflect inclusive education?
- Is the resistance to finding ways to make it work a cultural manifestation of national identity
- If so, how does a system go about changing teacher /school attitude and practice and parents/students attitude and practice?

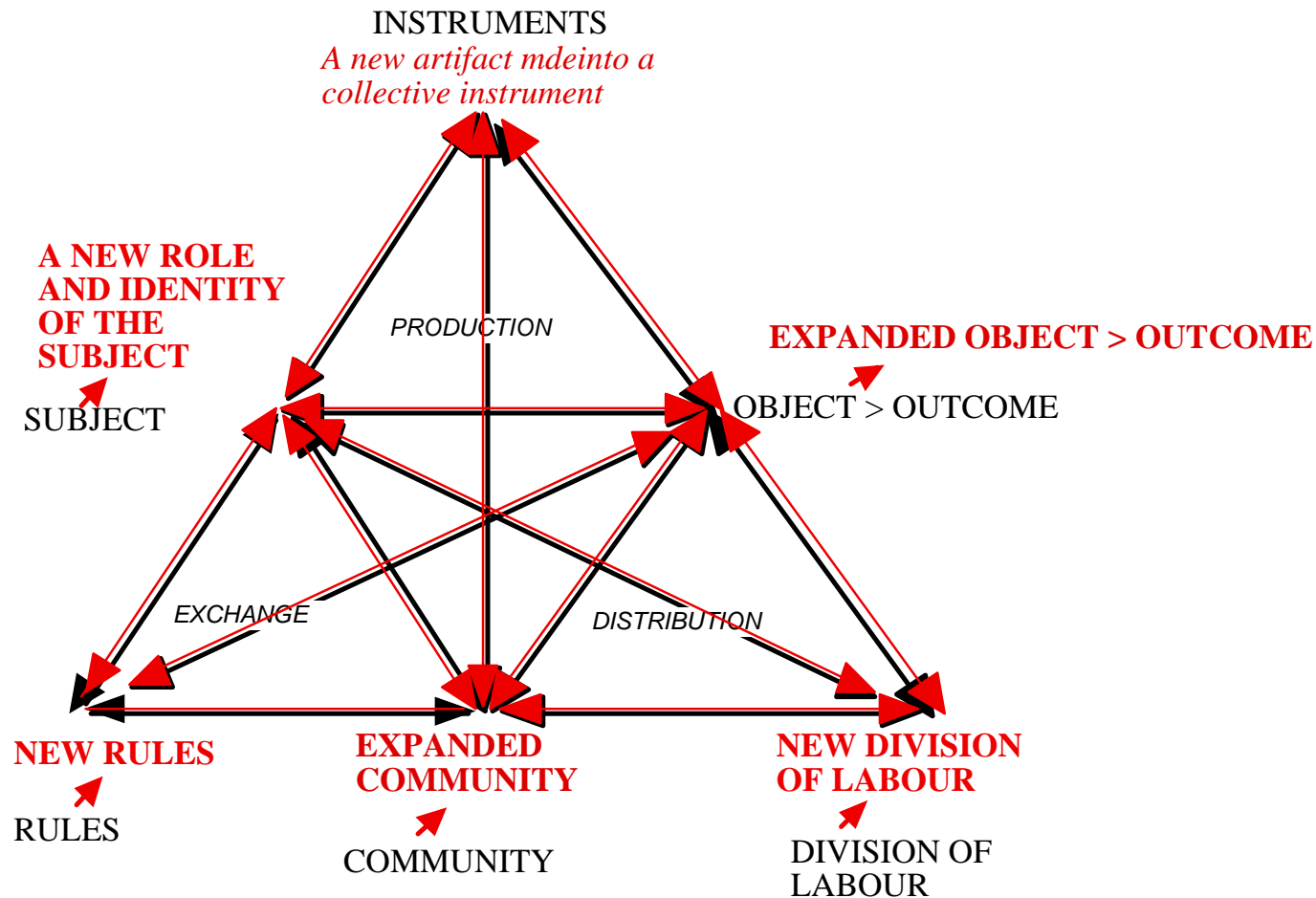
# And so how?

- I argue that there needs to be an ongoing questioning at all levels of the society vertically and horizontally for such massive socio-cultural change to be successfully realized. If this is not done then all that is obtained is a practice that is 'going through the motions' verbally but practically repeating old models.

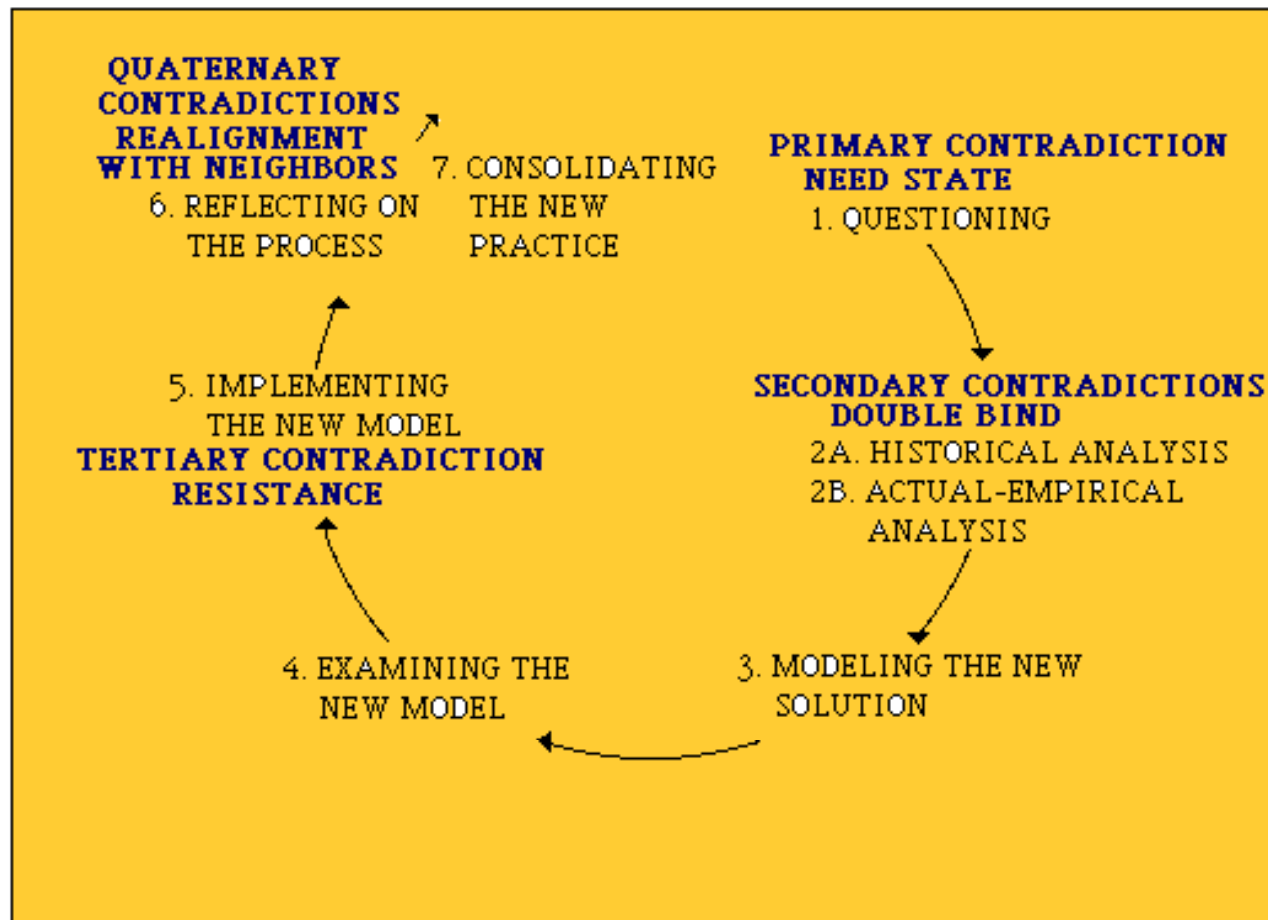
# Change laboratories-interventionist approach

- Our intervention in ICT implementation in Botswana makes use of Developmental work research in order 'facilitate both intensive, deep transformations and continuous incremental improvement' (Engestrom, Y., Virkkunen, J., Helle, M., Pihlaja, J., and Poikela, R. 1996).

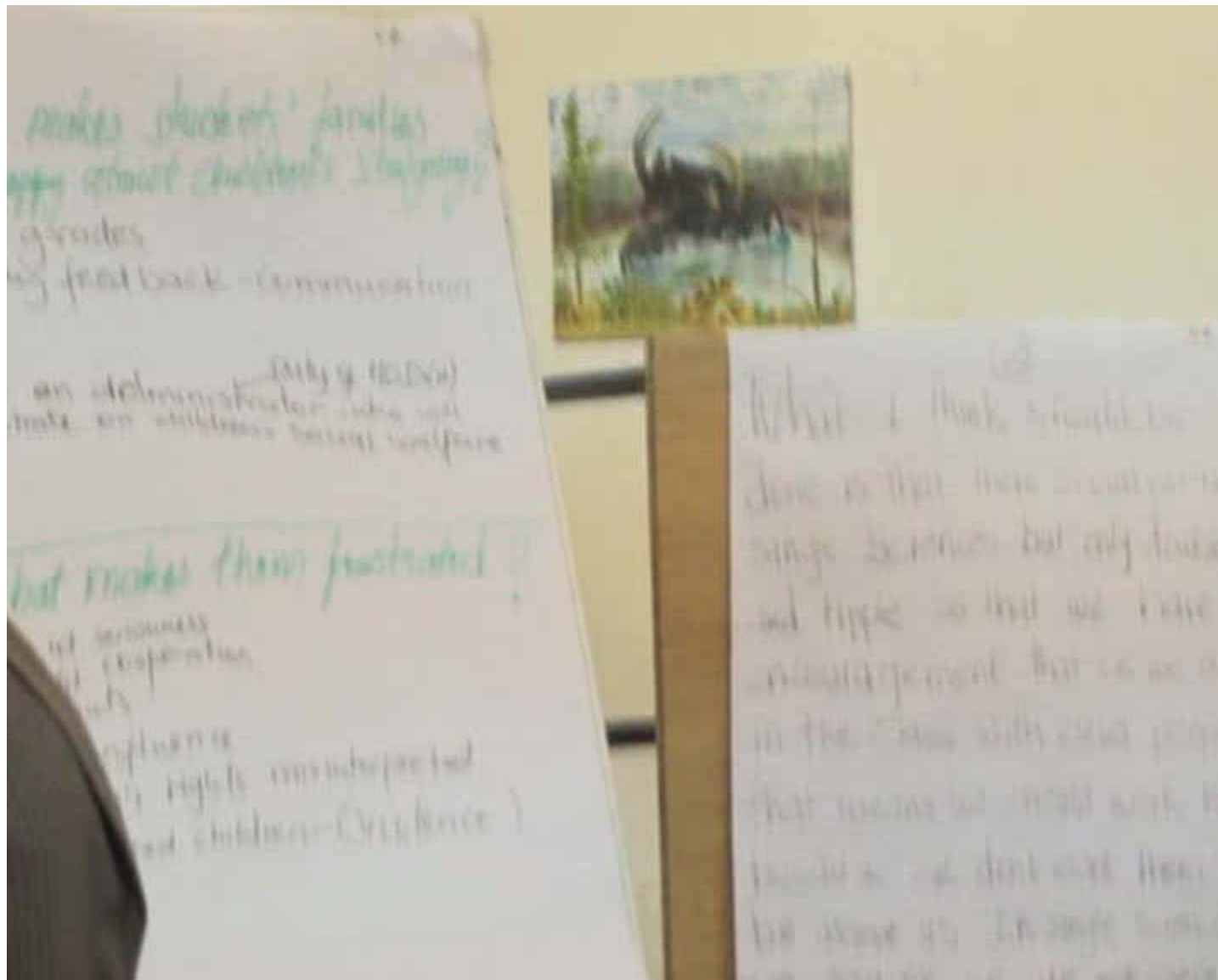
# CHAT-humans develop artifacts which develop them-mediation



# Expansive learning



# Visibilization



# outcome-experiments

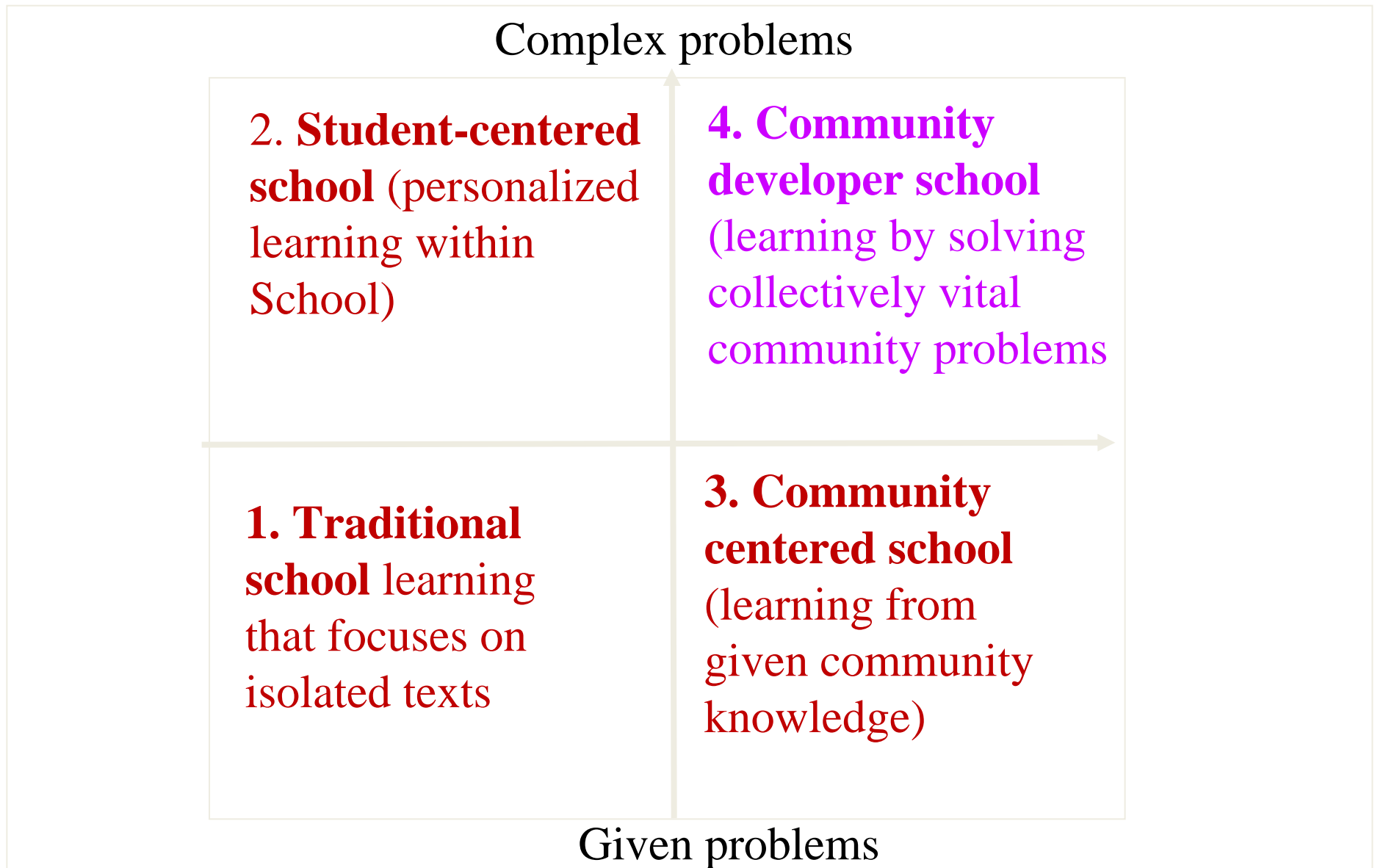
- student motivation and involved a new way of collecting and utilizing knowledge about individual students study history, situation and special needs.
- developing a form of collaborative teaching between teachers
- The third one was an idea to find a way to implement reforms in the school.

# Working document, ICE

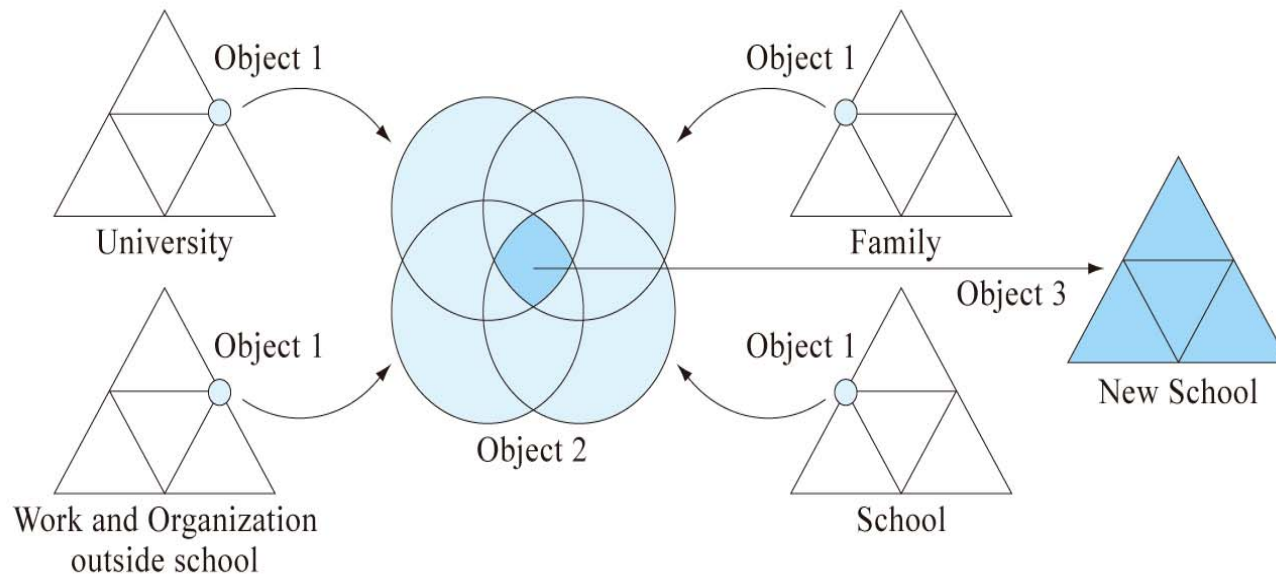
- A pertinent and relevant curriculum with a vision that facilitates dialogue among various actors of the education system
- Seeing the teacher as a co-developer of the curriculum (and the student an agent in his/learning)
- Engaging in dialogue with families and communities in order to understand their expectations and needs as well as to promote their active participation in the schools.



Two dimensions of expansive school transformation  
(Engeström, Engeström, Suntio, 2002)



# Several activities working together



The object needs to be understood as the driving force behind change. Each triangle represents an activity system and all activity systems need to be brought to an awareness of a common object which here is the design of a new school, a new school that represents and interweaves with its socio-cultural and natural environment.